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ABSTRACT

Designed to help elementary school students understand sex role stereotyping, these classroom activities have been compiled from sex equity projects at local, state, and national levels. The selection criteria included: (1) appeal to elementary students; (2) the inclusion of mathematics or language arts exercises within an activity; and (3) usefulness in sex role stereotyping instruction. Nine worksheet activities feature lessons on role predicting, sex stereotyping within selected race and ethnic groups, a comparison of male and female incomes, and puzzles featuring Susan B. Anthony and Emmy Noether. Four specific situations and accompanying discussion questions are included in which student perceptions of specific sex roles can be identified and compared; and homework assignments, involving evaluations of television programs, advertisements, and male/female shopping patterns, are described. Class projects are suggested to explore careers in science, interaction with persons of the opposite sex, the sex and the role of main characters in storybooks, and birthday celebrations of outstanding women. Surveys, quizzes, and games are also included. (JHP)

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ED288752

A PACKET OF ELEMENTARY CLASSROOM ACTIVITIES TO TEACH STUDENTS ABOUT SEX ROLE STEREOTYPING*

Michigan Department of Education
Office for Sex Equity in Education

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September 1982

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A Note to the Teacher

This packet of material includes classroom activities for elementary school students. These activities have been designed to help students begin to understand sex role stereotyping. These activities have been collected from a variety of primary and secondary sources, including sex equity projects at the local, state and national levels. Where the source is traceable, the authors have been credited.

In selecting the activities which are printed in this packet, three assumptions were made by the Office for Sex Equity in Education staff: (1) Teachers' awareness of sex role stereotypes and teachers' skills in recognizing sex role stereotypes are greater than those of their students; (2) An effective way of teaching elementary students about sex role stereotypes is to use examples, situations and experiences which are common to all youngsters and of interest to many of them; (3) Teaching students about sex role stereotyping should not be an isolated approach which concentrates on the subject at the expense of other program goals and objectives. Rather, helping students to learn and recognize sex role stereotypes can be an ongoing process wherein brief classroom activities can be folded into whatever basic academic program is offered at the elementary level.

For these reasons, student activities which were selected do not demand additional reading or study by teachers before the activities can be used. Furthermore, in many instances, using these activities will take little or no teacher preparation time. Where appropriate, worksheets are provided or one or two discussion

questions to guide the teacher's thinking are noted.

The classroom activities are divided into categories. Some activities will take the students longer to carry out and complete. For example, activities listed under the "Homework Lookouts" section will take longer to complete than "Worksheet" activities which can be used to fill or supplement a half-hour period of time during the day. Regardless of the class time required, each activity has been selected to appeal to elementary students and, in some cases to reinforce math skills or language arts skills at the same time the students are beginning to learn about sex role stereotypes.

There is no teacher evaluation sheet accompanying this packet. However, we would appreciate hearing of any successful, innovative ways the packet has been used in your classroom. The Office for Sex Equity in Education serves as an "idea scout" for TABS. a national project which disseminates ideas and resources to teachers interested in creating a nonsexist classroom learning environment. If you have something to share, please don't hesitate to pass it along to us. We will in turn submit it to TABS.

Also, please feel free to duplicate, revise or use these activities in whatever way you feel appropriate. We hope you find them a valuable addition as classroom resource materials.

WORKSHEET ACTIVITIES

WHAT CAN I DO?

Have each student put a check in the left column of all the things he or she would not do.

On each line in the right column, have the students write M if they think the activity should be only for males, F if they think the activity should be only for females, and B if they think both males and females can do it.*

When the students have finished, try to create a class profile of what activities the class feels are for boys, for girls or for both. (These profiles could be listed on newsprint and posted on the wall.)

List for Students

Would Not Do		M (Male), F (Female) B (Both)
_____	Work out with weights	_____
_____	Knit	_____
_____	Help with the house work	_____
_____	Be a nurse	_____
_____	Cook meals for the family	_____
_____	Become a plumber	_____
_____	Take care of children	_____
_____	Try out for cheerleading	_____
_____	Play football	_____
_____	Play baseball	_____
_____	Have a paper route	_____
_____	Make your own clothes	_____
_____	Mow lawns for money	_____
_____	Build a treehouse	_____
_____	Bake for a bake sale	_____
_____	Change a bike tire	_____

*Older elementary students can figure percentages and do comparative calculations of the columns.

WORKSHEET ACTIVITIES

PREDICTING THE FUTURE

Select one 8" x 10" picture of a young boy, and select one 8" x 10" picture of a young girl. Put them up on the bulletin board or on the blackboard - anywhere in the classroom where all students can see them and focus their visual attention on the pictures.

Have each student only select one picture as a pretend friend for whom they will predict the future. Distribute (or write) the "Predicting the Future: Questions" sheet to guide the students in their writing assignment.

Have the students share their future predictions outloud to the classroom. Listen carefully as the students share/read their future predictions for stereotypes which may have influenced their thinking. Point out these stereotypes and ask students to contradict these stereotypes with personal examples from their own experiences.

WORKSHEET ACTIVITIES

PREDICTING THE FUTURE: QUESTIONS

In predicting the future for your friend, use the following questions to help you write your paper.

1. Will your friend be married?
2. Will your friend have a family?
3. What will your friend be?
4. Will your friend have a job?
5. How much money will he or she make?
6. What will your friend do with his or her leisure (free) time?
7. What interests or hobbies will your friend have?
8. Do you think your friend will have any problems? If so, what problems?

WORKSHEET ACTIVITIES

LEARNING ABOUT FAMILIES THROUGH MATH

The table below gives information about the changing number of families of different racial and ethnic backgrounds. Use the information in the table to answer the questions below.

NUMBERS OF FAMILIES

RACE	NUMBER OF FAMILIES
White (in 1975)	49,440,000
White (in 1980)	50,447,000
Black (in 1975)	5,491,000
Black (in 1980)	6,092,000
Hispanic (in 1975)	2,475,000
Hispanic (in 1980)	3,287,000

1. How many more white families are there in 1980 in comparison to 1975? _____

2. How many more black families are there in 1980 in comparison to 1975? _____

3. How many more Hispanic families are there in 1980 in comparison to 1975? _____

4. What is the percentage increase in the number of Hispanic families from 1975 to 1980? _____

5. What is the percentage increase in the number of black families from 1975 to 1980? _____

6. What is the percentage increase in the number of white families from 1975 to 1980? _____

7. What racial group of families had the greatest percentage increase from 1975 to 1980? _____

WORKSHEET ACTIVITIES

LEARNING ABOUT THE WORLD OF WORK THROUGH MATH

The table below gives information about the yearly salaries of men and women from different racial and ethnic backgrounds. Use the information in the table to answer the questions below.

MONEY EARNED IN ONE YEAR*

SEX	BLACK	WHITE	HISPANIC
Male	$14,092	$18,512	$13,104
Female	10,920	11,752	9,984

1. What is the percentage earnings of white females compared to white males? _____

2. What is the percentage earnings of black females compared to black males? _____

3. What is the percentage earnings of Hispanic females compared to Hispanic males? _____

4. Which earner makes the most money a year? _____

5. What earner makes the least money a year? _____

6. In what racial or ethnic group are earnings differences among men and women closest? _____

7. In what racial or ethnic group are earnings differences among men and women furthest apart? _____

*SOURCE: Monthly Labor Review, April 1982

WORKSHEET ACTIVITIES

A WINDOW PUZZLE:

SIDE ONE

Drawn below is a picture of the new Susan B. Anthony coin. On one side of the coin is printed a motto that appears on every United States coin. To spell out the motto that is printed on this side of the Anthony coin, follow these directions:

> Start in the upper left hand corner. (See start) Find the first vowel. Write the letter after the vowel in the first blank on the coin. Find the next vowel. Write the letter after this next vowel in the next blank on the coin. Go all the way around the puzzle until the blanks on the coin are filled in, looking for a vowel and then writing down the letter right after it.

START→ J H E I P T E N A G A O I D R T E W G F U E

B A T H I R H N M K O U X C

H F D Q T O W Z X P T L K M C S E S V D P

WORKSHEET ACTIVITIES

A WINDOW PUZZLE

SIDE TWO

Drawn below is a picture of the new Susan B. Anthony coin. On this side of the coin is printed a motto that appears on every United States coin. This motto is not written in English. It is written in a language called Latin. Latin language is not used today, so the motto that you figure out from the puzzle may not make much sense to you. Ask your teacher what this Latin motto means after you have figured out the answer. Follow these directions:

Start in the upper left hand corner (See start). Find the first consonant. Write the letter after the consonant in the first blank on the coin. Find the next consonant. Write the letter after this consonant in the next blank on the coin. Go all the way around the puzzle until the blanks on the coin are filled in, looking for a consonant and then writing down the letter right after it.

START→ A W E I U O E I H P U I H L E E A S U H R I

E I U O D I U I A E D B

A M G U K I N B I U K U E S T E E U R I E

WORKSHEET ACTIVITIES

LETTER SCRAMBLES

Can you unscramble the words below? If you can, you will learn a little more about the life of Susan B. Anthony. Just unscramble the word and put the word in the blank above it.

One of Susan B. Anthony's best _____ (e f r i d n s) was named Elizabeth Cady Stanton. They both believed that _____ (w n e o m) should have the _____ (i g h t r) to vote. Together they joined as a _____ (m t e a) to work for the _____ (i g h t r) to vote. Elizabeth Stanton was a good _____ (r i t w r e). She wrote all the _____ (s p e s e c h e). Susan Anthony was a good _____ (s p r e a k e), so she read all the speeches that Elizabeth had written. Together they travelled all over the _____ (c o t r y u n), urging people to give _____ (w n e o m) the _____ (i g h t r) to _____ (o t e v). Susan B. Anthony died before the _____ (a l w) was passed that gave _____ (w n e o m) the right to vote. It was not until _____ (9 2 0 1) that this _____ (a l w) was passed. This _____ (a l w) is called the _____ (n i e t e e n h t n) amendment.

WORKSHEET ACTIVIITES

THE SUSAN B. ANTHONY COIN

MATH PUZZLES

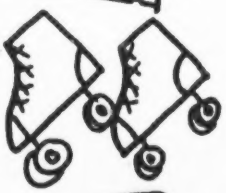
Below are several short puzzles about making change. Can you work them all?

A gallon of

costs $4.29. If I have four Anthony coins, can I buy it? _____

A pound of

costs $1.89. If I give the clerk two Anthony coins, how much change will I get?_____

A pair of 
roller skates costs $10.70. If I give the clerk a ten dollar bill and one Anthony coin, how much change will I get? _____

A toy plastic
car is on sale for 55¢. I want to buy two cars. Will I have enough money if I have only one Anthony coin? _____

In the store today
bananas are selling for 30¢ a pound. How many pounds can I buy if I have two Anthony coins?

_____

A package of 4
lightbulbs costs 85¢. I want to buy three packages. How many Anthony coins do I have to have in my pocket to buy three packages?

_____

Decoding Puzzle on Emmy Noether

Decode the missing words in the sentences at the bottom by completing the table to find the number that goes with each letter.

Number Expression	Simplest Name	Letter
(6 + 10) ÷ 2		A
482 — 466		B
(3 × 6) + 1		C
55 ÷ 5		D
(8 ÷ 2) — 7		E
19 ÷ 19		G
2 × 9		H
1 + 2 + 4		I
12 — 2		K
100 ÷ 20		L

Number Expression	Simplest Name	Letter
(3 + 4) × 2		M
3 + 2 + 1		N
(1 + 2) × (3 + 2)		O
(30 — 3) ÷ 3		P
512 ÷ 256		R
16 + 4		S
52 ÷ 13		T
5 + 6 + 2 + 4		U
3 × (3 + 1)		W
(5 + 5) + (4 — 1)		Y

Emmy Noether was a ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
1 2 3 8 4 1 3 2 14 8 6
mathematician and ___ ___ ___ ___ ___ ___ ___ of the ___ ___ ___ ___ ___
4 3 8 19 18 3 2 4 12 3 6 4
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ She had ___ ___ ___ ___
7 3 4 18 19 3 6 4 17 2 13 14 8 6 13
___ ___ ___ ___ ___ ___ ___ ___ getting to ___ ___ ___ her ___ ___ ___
4 2 15 17 16 5 3 20 17 20 3 4 8 5
___ ___ ___ ___, but her ___ ___ ___ ___ was finally ___ ___ ___ ___ ___
3 6 4 20 12 15 2 10 8 9 9 2 3
___ ___ ___ ___ ___ ___ before she died.
19 7 8 4 3 11

From Mathematical History: Activities, Puzzles, Stories, and Games, by Merle Mitchell, National Council of Teachers of Mathematics, Reston, VA, 1978.

DISCUSSION QUESTIONS/SITUATIONS

ERNEST AND ERNESTINE **

For this activity students can work individually by writing stories at their seats or students can work in teams of two preparing oral stories.

Present each student or team with the stories which must be completed. Use the attached sheet.* Have the students read or tell their stories outloud.

Write common themes from Ernest stories on left side of the board and write common Ernestine themes on the right side of the board. Discuss similarities and differences in what is expected of boys and girls, pointing out stereotypes and why they aren't necessarily true.

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*Only the names of the central characters have been changed on the story sheets.

**Adapted from Great Lakes Sex Desegregation Assistance Center materials.

DISCUSSION QUESTIONS/SITUATIONS

ERNESTINE STORIES

Story #1

Finish this story:

Ernestine is playing outside at school. She falls and hurts herself.

What does she do?

Story #2

Finish this story:

Ernestine wants to play basketball because it is fun. She tries out for the team and does not make it. She feels very sad and thinks about giving up basketball.

What does she do?

Story #3

Finish this story:

Ernestine is the best student in her class. Her parents are proud of her, and the teachers praise her. An arithmetic contest is coming up and Ernestine know she can win. On the day of the contest, she hears Bob say he would really like to win.

What happens?

DISCUSSION QUESTIONS/SITUATIONS

ERNEST STORIES

Story #1

Finish this story:

Ernest is playing outside at school. He falls and hurts himself.

What does he do?

Story #2

Finish this story:

Ernest wants to play basketball because it is fun. He tries out for the team and does not make it. He fees very sad and thinks about giving up basketball.

What does he do?

Story #3

Finish this story:

Ernest is the best student in his class. His parents are proud of him, and the teachers praise him. An arithmetic contest is coming up and Ernest knows he can win. On the day of the contest he hears Julie say she would really like to win.

What happens?

DISCUSSION QUESTIONS/SITUATIONS

THE BIRTH OF A BABY

Have students imagine that John and Annabelle Samson have just had a child. Reprinted below is a list of questions to which students can respond. Compare the results of the questions on the basis of the Samson's having a son or a daughter. Use the students' responses to begin to explain what a sex role stereotype is, and to point out how early in life these stereotypes are established.

John and Annabelle Samson Announce the Birth of Their Son

1. Give him a name.
2. Buy him some clothes.
3. Buy him some toys.
4. Describe the games he like to play.
5. Name his favorite colors.
6. Name his favorite subject in school.
7. What is his favorite book?
8. Name three things he would wish for.
9. Name one famous person he admires.
10. What does he want most for a pet?
11. What makes him laugh?
12. What makes him angry?
13. What will he be when he grows up?

DISCUSSION QUESTIONS/SITUATIONS

THE BIRTH OF A BABY

John and Annabelle Samson Announce the Birth of Their Daughter

1. Give her a name.
2. Buy her some clothes.
3. Buy her some toys.
4. Describe the games she likes to play.
5. Name her favorite colors.
6. Name her favorite subject in school.
7. What is her favorite book?
8. Name three things she would wish for.
9. Name one famous person she admires.
10. What does she want most for a pet?
11. What makes her laugh?
12. What makes her angry?
13. What will she be when she grows up?

DISCUSSION QUESTIONS/SITUATIONS

A VARIATION OF CAVEMEN

In a study "Cro-Magnon Woman - In Eclipse,"[1] Linda Harrison sought to determine whether the written omission of women led students to interpretational omissions. She wanted to answer the question, "By failing expressly to mention females in discussions of human evolution, are we causing students to exclude females in their interpretations of these discussions? If students believe that the term man and men are synonymous with terms like humans, people, and men and women, they should just as soon visualize males and females while reading any of these terms."

A variation of this study can be conducted by having students draw pictures and assign names to illustrate sentences.* For example; divide students into three groups.

Ask Group I to draw cave men.
Ask Group II to draw cave people.
Ask Group III to draw cave men and women.

Do not instruct them to name their drawings, but when they are finished, ask them to label each figure as man or woman, boy or girl. Compare the degree to which the instructions "colored" students' perceptions and art work.

Harrison found, among other things:

1. More women showed up taking care of children and cooking than using tools or farming,

2. More surprising, many students drew exclusively males, for all questions, even those which illustrated roles our society believes to be female.

3. None of the students drew exclusively females.

Harrison concluded that if we want students to visualize both men and women we will have to use both terms. Even sex neutral terms such as people and humanity may imply male images to many people, while deliberately inclusionary terms can help expand children's perceptions of the real world.

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[1]Harrison, Linda, "Cro-Magnon Women - In Eclipse," The Science Teacher, April 1975.

*See next page.

GROUP I QUESTIONS

CAVEMEN

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early man and the tools you think he used in daily life.

2. Draw two early cavemen who had just learned the use of fire, cooking an evening meal.

3. The infants of early man needed love and care in order to survive. Draw some early men caring for their infants.

GROUP II QUESTIONS

CAVE PEOPLE

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early human beings and the tools you think they used in daily life.

2. Draw two early people who had just learned the use of fire, cooking an evening meal.

3. The infants of early people needed love and care in order to survive. Draw some early people caring for their infants.

GROUP III QUESTIONS

CAVEMEN AND CAVEWOMEN

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early men and women and the tools you think they used in their daily lives.

2. Draw two early men and women who had just learned the use of fire, cooking an evening meal.

3. The infants of early men and women needed love and care in order to survive. Draw some early men and women caring for their infants.

DISCUSSION QUESTIONS/SITUATIONS

THE FABLE OF ANTHEA*

Many light years away from Earth was a small planet called Anthea. It was very peaceful. The sky was always blue. It never rained on Anthea. The people of the planet Anthea were divided into two sorts: The Gabbydons, and the Gamblelots. They lived happily together in families, and rarely argued about anything. Both of them were very happy, and they both had special jobs to do.

The Gamblelots had deep, resonant voices. They were very skillful hunters. The Gamblelots also built the Galaxy-houses and repaired the streets. The Gabbydons were fluffy and pink and had sweet voices. They smiled often and were especially good at whipping up delicious space dishes out of the Lunarbirds and the Spaceboars that the Gamblelots captured. The Gabbydons could also care for the small children with no trouble at all, and they made the Galaxy-houses pretty and homey. The talents of the Gabbydons and the Gamblelots made Anthea a beautiful place, so everyone was content to live there.

Well, almost everyone was content. All except a young Gabbydon called Shedon, and a Gamblelot called Helot. Whenever the Gabbydons would gather together in their quilting bees, Shedon would sigh and complain. Quilting bored her. She dreamed of becoming an architect, but all the Gabbydons would laugh at her and say, "You can't become an architect. Building is a Gamblelot thing to do. It is not meant for a Gabbydon to do!" Also unhappy was a Gamblelot named Helot.

Helot would sigh and complain also whenever the Gamblelots would go out on a hunting party. Helot dreamed of becoming a chef, but the Gamblelots would tease him, saying, "You can't become a chef, for cooking is a Gabbydon job, and you're a Gamblelot." So poor Shedon and Helot had to do the jobs they were not happy doing.

Every year, in the spring, the Gabbydons and the Gamblelots held exciting festivals in order to elect GABBYDON OF THE YEAR, and GAMBLELOT OF THE YEAR. All the Gabbydons would go to the Western side of the planet, and all the Gamblelots would gather on the Eastern side of Anthea. Then each separate group would hold many contests to see who was the best at various skills. The Gabbydons competed in cooking and sewing, and the Gamblelots competed in hunting and building. Whichever Gabbydon was the best cook or seamstress became GABBYDON OF THE YEAR. Whichever Gambelot was the best hunter or builder became GAMBLELOT OF THE YEAR. After the festival the two groups would go back to the center of town and celebrate.

One year, something happened during the festivals that had never happened before. All the Gabbydons had gone to the West side as usual, and all the Gamblelots had gone to the East. But suddenly, there was a terrible starstorm. A spaceship that had been flying past Anthea lost control and crashed into the planet. It hit Anthea

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*Adapted from Expanding Vocational Options project, Western Michigan University, 1979; original source material from Fable of He and She, Learning Communications Corporation.

in the very center, and split the small planet into Western and Eastern halves. The poor Gabbydons and Gamblelots were on separate halves! They ran to the sides and looked across space at each other, but there was no way for them to cross over. So, all they could do was live separately.

A few days passed, and the Gabbydons were getting very cold during the night, for they had no shelter or houses. They started to cry, for they could not build houses - that was a Gamblelot thing to do and the Gamblelots were far away. But Shedon held up her hand, saying: "Why are we moaning? We shall freeze to death if we don't build our homes, and there is only us here to build them. We Gabbydons shall build them ourselves!" "Oh, no!" All other Gabbydons cried out, "We can't do that! Building houses is a Gamblelot thing to do. It is not a job for a Gabbydon!"

But Shedon showed them that she could indeed build a respectable house. She taught them and they all learned to do it, too. In a short time there were many houses on the Gabbydon half of Anthea.

But soon they grew hungry, and had nothing to eat.

Shedon asked them to listen once more. "We shall go hunt Lunarbirds and Spaceboars for our meals." All the Gabbydons looked at Shedon as if Shedon were crazy. "Hunting? We can't hunt, for that is a Gamblelot thing to do, and it is not a job for Gabbydons."

But clever Shedon showed them now to use the lasers to capture the Lunarbirds and Spaceboars for food. And soon they were all hunting successfully.

Meanwhile, on the Eastern side of the split planet, the Gamblelots were getting very frustrated because the children would not stop crying.

"We shall try to rock them in their cradles and comfort them to sleep," suggested Helot. All the Gamblelots groaned. "We could never do that!" they said. "That is a Gabbydon job, and Gamblelots cannot do their jobs."

But Helot slowly rocked the crying children to sleep. Other Gamblelots also learned how to do it. All the children were asleep in no time!

Then the Gamblelots grew very hungry, for they did not know what to do with the Lunarbirds and the Spaceboars they had just captured.

Helot came to their rescue once more. "All we have to do is cook them properly in the kettles," he said.

The Gamblelots were shocked, "Cook? We can't cook, for that is definitely a Gabbydon job. We can't do the work of a Gabbydon!"

So Helot went about showing them how to cook. He produced a very fine meal of crispy Lunarbird salad with bubble gum dressing. Soon

they never went hungry, for they had learned to cook.

Many weeks passed and the Gabbydons and the Gamblelots would look sadly at each other across the gap. Then one day a violent magnet-wind sprung up which pulled the planet back together again. It was no longer two separate halves, but a whole planet again. The Gabbydons and the Gamblelots were very happy to see each other.

Then a handsome Gamblelot stepped forward and proclaimed, "Now that Anthea is back to normal, we shall continue to live as we did before. The Gabbydons will cook and clean, the the Gamblelots shall hunt and build."

"No!," said one Gabbydon. "We Gabbydons have learned many things, and we think we should be able to do them along with our other jobs."

The Gabbydons then showed the Gamblelots how they could build and hunt just as Shedon had taught them. The Gamblelots were very impressed, and they decided to show the Gabbydons what they had learned from Helot. They cooked and sewed. The Gabbydons were very impressed. Suddenly it occurred to everyone that it was better to let Gabbydons and Gamblelots do whatever jobs they felt they were best at, no matter what it was.

And best of all, Shedon became an architect and Helot became a chef. The happy Antheans proclaimed Shedon, GABBYDON OF THE YEAR, and Helot, GAMBLELOT OF THE YEAR, for they never would have learned all this without them. And for short, they called Helot "He" and Shedon "She," and the names stuck for centuries. Even now, we have "he" and "she" because of this.

DISCUSSION QUESTIONS

1. What made Shedon unhappy about being a Gabbydon?

2. What made Helot unhappy about being a Gamblelot?

3. How did the starstorm change the habits and work of the Gamblelots and Gabbydons?

4. How did the people of Anthea survive the starstorm?

5. What did the Gabbydons and Gamblelots learn after the magnet wind brought them back together again?

6. Did the story have a happy ending? Why?

HOMEWORK "LOOK OUTS"

TV PROGRAMS

Have the students select 2-3 favorite television programs they regularly watch during the week. For each program have the student complete the questionnaire below:

Name of TV Program: _____

Name of Main Character (if more than one, choose one)

_____

_____

1. What job does this TV character have? _____

   _____

2. What are the interests of this TV character? _____

   _____

   _____

3. What was this program about tonight? _____

   _____

   _____

4. Did you learn anything from watching this TV program? What did you learn? _____

   _____

Have the students return the questionnaire to you. Select five or six of the most popular television shows based on the questionnaires. Discuss the television shows in relation to the stereotyped jobs, interests and major themes which are presented through television. Invite students' comments and personal experiences which contradict or balance these stereotypes.

HOMEWORK "LOOK OUTS"

ADVERTISEMENTS

Have the students choose to look at a specific number of advertisements appearing on either (1) television, (2) billboards, (3) radio, or (4) in magazines. Provide each student with the list of questions reprinted below. Have the students circle or fill in the appropriate answer to each question below:

Use the students' findings to explain what a stereotype is, and to point out how stereotypes are frequently used to sell products and to appeal to either female buyers or male buyers.

1. Whose voice was telling you about the product? (television or radio)?

   Man's voice woman's voice both voices

2. Describe the voice. Was it complaining? excited? very serious? happy?

   _____

3. What was the product being advertised?

   _____

4. Who was pictured with the advertisement and selling this product?

   men
   women
   families
   boys
   girls
   adult men and women
   boys and girls

5. What is your guess of how much this product costs?

   _____

HOMEWORK "LOOK OUTS"

WATCHING THE SHOPPERS*

Instruct the students to ask someone in the family if they can accompany him or her on the next trip to the store. If the shopping trip involves a large department store, have the students station themselves in one department (e.g. jewelry, camera, sporting goods, shoes, etc). If the shopping trip involves a speciality store (dry cleaners, auto, food market), simply have the students record their information. Give the attached sheet to students to use to record their information.

Gather the summary sheets from students and prepare two lists on newsprint. One list should be entitled "Female Shoppers" and the other "Male Shoppers." Discuss the findings of the homework shopping assignment with students.

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*A long term homework assignment that will take 2-3 weeks to complete.

HOMEWORK "LOOK OUTS"

WATCHING THE SHOPPERS WORKSHEET

1. Name of the store _____

2. Name of the department (in large store only) _____

_____

3. How long did you spend watching shoppers? _____ minutes

4. Count the number of adults and children who are shopping in the store or department. Keep track of the number by putting a mark in the proper column below. Add up the marks in each column and put this number in the total. Count each person just once!

Adult Men	Adult Women	Girls	Boys
TOTAL _____	TOTAL _____	TOTAL _____	TOTAL _____

5. Look at the total numbers of men and women, and boys and girls who shopped. Then answer the questions below.

   a. Were there more men than women shopping? _____

   b. Were there more girls than boys shopping? _____

6. List three things that men or boys bought.

   a. _____ b. _____ c. _____

7. List three things that women or girls bought.

   a. _____ b. _____ c. _____

MINI RESEARCH ACTIVITIES

CAREERS IN SCIENCE*

Have the students write to professional associations or persons in your state to request brochures, pamphlets and written information about careers in science. Consider the following careers as possible areas of interest to your students.

Pharmacist
Nutritionist
Chemical Engineer
Dietician
Dentist
Athletic Trainer
Nurse
Zoo Worker
Geologist
Science Teacher

Once the information is received, there are a number of follow-up ideas you can use to expand students' awareness of careers in science. For example:

1. Compare the photograph of men and women in career fields
2. Design a bulletin board
3. Write want ads for these jobs
4. Have students do a"poster talk"
5. Prepare a learning center
6. Compare salaries in a chart form
7. Write a true-false quiz for their parents

*Adapted from Project Comets.

MINI RESEARCH ACTIVITIES

INTERACTING WITH YOUNGER CHILDREN*

Have students select two different stories which feature a girl and boy as the central characters. One story should portray the girl(s) as a capable, problem solving young person. The other story should portray the girl in a more stereotyped fashion, i.e., timid, shy, passive.

Then make arrangements for the students to go into kindergarten or first grade classes to read the stories. Have students read one story to one group of students and the other story to another, different group of students.

Then ask the kindergarten children to draw self portraits. Have your students compare the size of the self portraits. Did one group draw larger pictures of girls (on the whole) than the other group? Compare the size of the boys' self portraits with the girls' self portraits. Discuss the results of your students' findings with other teachers.

MINI RESEARCH ACTIVITIES

ELEMENTARY STORY BOOKS

Have each student check out three books from the school library. Provide each student with a worksheet for each book (see next page). Have the students fill out the worksheet after they have completed reading each book.

Gather the worksheets from the students, then summarize the roles by sex of the main characters in the books. Use newsprint to prepare the list of male roles and another piece of newsprint to list female roles. Discuss the lists outloud with the students. Complete the activity by giving two or three examples of nonsexist books which show males and females doing a variety of things, including activities, interests, problems and situations nontraditional to each sex. (Variation: Read one nonsexist book featuring a male lead character and one nonsexist book featuring a female lead character outloud to the class).

*Adapted from Northville Public Schools material.

MINI RESEARCH ACTIVITIES

ELEMENTARY STORY BOOKS WORKSHEET

Name of Book: _____

1. Who is the main character in the book? _____

   _____

2. What is this book about? _____

   _____

   _____

   _____

3. Describe three things that the main character does in the book?

   a. _____

   b. _____

   c. _____

4. Would you recommend this book to a friend? Why or why not?

   _____

   _____

   _____

MINI RESEARCH ACTIVITIES

BIRTHDAY CELEBRATIONS**

Plan a "birthday celebration" each month (or week, or every two weeks, etc.), honoring famous women past and present, born in that month. A list of famous women's birthdays appears below.

Have students research information about the famous women. You may need to help them research the lesser-known women, who are as worthy or recognition but harder to find out about. Give students suggestions about where to find the right information. Coordinate this work with the school librarian and local librarians, if possible, so they will be prepared to assist students. Have students present and display the information they have gathered about these women. "Honor" students in the class whose birthdays fall in the same month by making them the focus of attention for the day.*

SUGGESTED BIRTHDAY LIST

JUNE	27 -	Helen Keller (1880), author and lecturer who was deaf, blind, and mute
JULY:	10 -	Mary McLeod Bethune (1875), educator and founder of the National Council of Negro Women
AUGUST:	1 -	Maria Mitchell (1818), astronomer who has a comet she discovered named in her honor
SEPTEMBER:	6 -	Jane Addams (1860), social activist who founded Hull House, Chicago settlement house for immigrants and the poor
OCTOBER:	11 -	Eleanor Roosevelt (1884), social reformer and humanitarian
NOVEMBER:	26 -	Sarah Grimke (1792), suffragist and abolitionist
DECEMBER:	10 -	Emily Dickinson (1830), feminist poet whose work has been published in 19 languages
JANUARY:	3 -	Lucretia Mott (1793), Quaker minister, abolitionist, suffrage leader
FEBRUARY:	15 -	Susan B. Anthony (1820), leading women's rights activist whose face appears on the recently minted one dollar coin
MARCH:	10 -	Harriet Tubman (date of death, 1913); born c. 1820, date unknown), fugitive slave and rescuer of slaves, Civil War scout and nurse, conductor on the Underground Railroad
APRIL:	4 -	Dorothea Dix (1802), reformer and humanitarian, pioneered in demanding better conditions in mental institutions
MAY:	22 -	Mary Cassatt (1844) - Impressionist painter

*So that no one is left out, you will need to plan a day (or days) to celebrate those student and famous women's birthdays which do not fall during the school year.

**Reproduced from TABS Project.

CLASSROOM EXCHANGES

ALLOWANCES

Have students conduct an allowance survey of students from another class at the same grade level. Use the attached survey form below if you wish. Assist the students in summarizing the information from their survey of the other class.* Have both classes meet together to "present" their findings to the other class. The presentation might include lists, graphs or charts students prepare.

ALLOWANCE SURVEY

1. How old are you? _____

2. Are you a boy or girl? _____

3. Do you get an allowance? _____

4. How much allowance do you get each week? _____

5. List what you do to earn your allowance.

   a. _____

   b. _____

   c. _____

   d. _____

Signature _____

_____

*Summarize information to show differences in boys' and girls allowances (if any) and differences in the types of activities and responsibilities they take on to earn their allowance.

CLASSROOM EXCHANGES

WHEN YOU GROW UP . . .

Below is a list of 20 jobs that women and men can pursue. Have the students circle the ones in which they would be interested.

When the students have finished, try to create a class profile of what jobs the class feels are for boys, for girls or for both.

Compare your class profile with another class of the same grade level. Share the results of the comparison with students in both classes and with other teachers.

Hairstylist	Father
Scientist	Secretary
Firefighter	College Professor
Nurse	Child Care Worker
Doctor	Carpenter
Bank President	Mother
Auto Worker	TV Repairer
Clothes Designer	Computer Deisgner
Bulldozer Operator	Typist
Office Manager	Police Officer

CLASSROOM EXCHANGES

EGG KEEPERS*

In each participating classroom divide the class into four or five groups, with boys and girls in each group. Provide each group with one hard boiled egg. Have each group treat the egg as if it were an infant child. Have the group (1) give a name, (2) provide clothes (3) provide shelter, and (4) provide anything else the group thinks that the "infant" may need.

Have the students pretend they must leave their infant in the care of other persons for whatever reason (vacation, sickness, etc.).

Bring the two classes together. Have each group exchange their "infants" with another group in the other class for a designated period of time (3-5 days). Distribute the list of "Rules of Caring for an Infant" to each group after the "infants" are exchanged. Have each group (use attached sheet) record how the "infant" was cared for during this period of time. Use one information log for each day.

Study the record keeping log at the end of the designated exchange period. Ask the students their impressions of the egg keeping exchange. Discuss who took responsibility for the "infant" and what kinds of things they did for the "infant."

Use your findings from the record keeping log to support or challenge the students' statements and impressions. Stress the idea of parenting as a mutually shared responsibility among both boys and girls. Use your findings from the record keeping log and students' impressions to point out the degree to which your students mutually shared one responsibility for caring for the "infant."

Gather both classes together to expand the discussion and let the other class know how and who cared for their "infants" during the exchange.

*Requires at least two classrooms to participate.

CLASSROOM EXCHANGES

EGG KEEPERS RECORD/LOG

DAY: _____ DATE: _____

Sign your name if you do any of these things for the "infant" egg:

Hold the Infant	Play With It	Take the Infant With You	Arrange a Nap	Other

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CLASSROOM EXCHANGES

RULES OF CARING FOR AN INFANT

Each day your "infant" egg must be:

1. held
2. encouraged to be physically active
3. never left along in the classroom (during the day or night)
4. take at least one nap
5. be near people enough to see and hear things in its environment
6. played with

QUIZZES/GAMES

VOTING

Students should cluster in the center of the room. After the teacher reads the statement, students go to the left side of the room if they disagree, and to the right side of the room if they agree with the statement. One student is selected at random from each side to tell whey he or she voted that way. Students return to the center of the room before the next statement is read.

Statements:

1. I would rather have a brother than a sister.
2. I would like to be a teacher.
3. I would rather work for a man than a woman.
4. I am ambitious.
5. I like to hug people.
6. Women should quit work after they have a baby.
7. Men are braver than women.
8. Women are worse drivers than men.
9. A boy should be taller than his girlfriend.
10. Boys are better at math and science than girls.
11. Most girls are good at sports.

GAMES OF COOPERATION

These games require the joint efforts of all members of the group if the task is to be completed. These games can offer a lesson in determination, teamwork and planning. The individual is shown that one can and should be an effective, contributing member of the group.

After a group has either completed or attempted a game, the instructor should take the time to discuss with the group all that happened. The discussion should focus on the decision-making process, the different roles each participant assumed and the feelings they experienced.

CROSSING THE ALLIGATOR SWAMP

Using only four points, the group must get all members from one side of a 20 foot swamp to the other without being bit by alligators.

RULES: a) The groups can only use four points of contact. Once these points are placed, they cannot be removed or relocated until the last few moves the group makes in solving the problem.

b) If any member touches the surrounding swamp (other than the four points allowed) while crossing, they will have been bitten by an alligator and the whole group must return and start over.

SHIP WRECK

Your group is out in the middle of the ocean and the boat you are in is sinking. Luckily, there is a rock that sticks above the water (point to a 2 foot by 2 foot square). Your task is to get all group members onto the rock for at least 30 seconds. Then you will be rescued.

RULES: a) There are hungry sharks in the water waiting for a tasty morsel. Therefore, there cannot be any points of contact outside the 2' x 2' square.

THE HUMAN KNOT

The group forms a circle. Next, each member of the group reaches across with their right hand. Then, each group member reaches across with their left hand and takes someone's left hand (IT MUST BE A DIFFERENT PERSON'S LEFT HAND THAN THE ONE WHO HAS YOUR RIGHT HAND).

The group is then to untangle the maze without letting go to form one circle or two or more interlocking circles. If the group progress comes to a halt, after a minute or two of frustration, the teacher can tell the group that they can make one break and then reconnect that break within ten seconds.